

**Northland Pines School District
2020-2021
Charter School Authorizer Annual Report**

Authorizer Annual Report Checklist

When completing the Charter School Authorizer Annual Report, verify that:

- All sections of the report are present, and all schedules are completed and attached.
- For school district authorizers, the schedule of authorizer operating costs has been included as a supplement to the school district's annual audited financial statements submitted to DPI.
- The report has been completed at the authorizer level, rather than completed for an individual school.
- Authorizer operating costs have been identified in Section VI. This section should not be left blank.
- The operating costs reported in Section VI reflect **only** the costs the authorizing entity incurred while fulfilling the duties under Wis. Stat. s. 118.40 (3m)(a) to (e) which include:
 - Soliciting and evaluating charter school applications,
 - Considering the principles and standards for quality authorizing established by the National Association of Charter School Authorizers,
 - Giving preference in the awarding of contracts for the operation of charter schools that serve children at risk,
 - Approving high-quality charter schools that meet identified educational needs and promote a diversity of educational choices, and
 - Monitoring the performance and compliance with Wis. Stat. s. 118.40 of each charter school with which it contracts.

The operating costs in this section should **not** reflect the operating costs for the authorized charter school(s).

- The total amounts reported in Section VI and Section VII are not the same. As noted above, Section VI should only include operating costs the authorizing entity incurred while fulfilling the duties under Wis. Stat. 118.40 (3m)(a) to (e); while Section VII should include the costs of services the authorizing entity provided to the charter schools with which it contracts. **The expenditures in Section VI and Section VII should not match.**
- Costs reported in Section VII are only the costs of services provided to the charter school(s). Examples of the types of costs that should be reported in this section include but are not limited to: costs for business office services, costs for food services, curriculum services, professional development services, etc. **The expenditures in Section VI and Section VII should not match.**

For further instructions and requirements related to completing each section of this report see the charter school authorizer annual report technical assistance document at <http://dpi.wi.gov/sms/charter-schools/information-authorizers>.

SECTION I: AUTHORIZER INFORMATION

Authorizing Entity:	13326
Authorizer Address:	1800 Pleasure Island Road
Authorizer Contact Person:	Tony Duffek
Contact Person Title:	Principal
Contact Person Phone:	715-542-3632
Contact Person Email:	tduffek@npsd.k12.wi.us

SECTION II: CHARTER SCHOOL INFORMATION

(Add additional lines or attach additional sheets, if necessary.)

Charter Schools Currently Under Contract in 2021-2022:			
School Name:	Charter School's Governing Board Legal Entity Name:	Contract Term Dates (7/1/20xx – 6/30/20xx):	Grades Served:
SOAR Middle School	July 1, 2018	June 30, 2023	5 th – 8 th
SOAR High School	July 1, 2020	June 30, 2025	9 th – 12 th
Northland Pines Montessori Learning Center	July 1, 2020	June 30, 2025	4K- 4 th

Charter Schools with Non-renewed or Revoked Contract during 2020-2021:			
School Name:	Charter School's Governing Board Legal Entity Name:	Contract Term Dates (7/1/20xx – 6/30/20xx)*:	Reason for Non-renewal or Revocation:

Charter Schools that Closed During or at the Conclusion of 2020-2021:			
School Name:	Date of School Closure:	Contract Term Dates (7/1/20xx – 6/30/20xx):	Reason for Closure:

Charter Schools Currently Approved, But That Have Not Yet Begun to Operate:			
School Name:	Charter School's Governing Board Legal Entity Name:	Contract Term Dates (7/1/20xx – 6/30/20xx):	Anticipated First Academic Year of Instruction (e.g. 22-23):

SECTION III: ACADEMIC PERFORMANCE OF CHARTER SCHOOLS

In this section, provide a summary of the academic performance of each charter school that operated during the school year.

Northland Pines Montessori Learning Center

Below has a dashboard that Northland Pines Montessori Learning Center (NPMLC) uses to report annual goals, student achievement, and data in relation to the goals. The goals and action plans, and data bellow are in relation to math, literacy and social and emotional learning.

<i>To support the whole child socially, emotionally, physically, and intellectually through the use of Montessori pedagogy.</i>				
<i>Goal</i>	<i>Baseline Data</i>	<i>Action Plan</i>	<i>Progress</i>	<i>End of Year</i>
NPMLC will use the new math curriculum, best instructional practices and PLCs to enhance student learning for all students in the area of mathematics. By the end of the year, 70% of our students will be proficient or advanced in the iReady assessment.	34% Proficient 50% Basic 16% Minimal	1. Implement new math scope and sequence and curriculum. 2. Use weekly formative assessments to track student understanding of math concepts. 3. Use Acadiance assessment monthly to assess students' computation. 4. Use PLCs and data to drive collaboration, instruction and programming for each student	49% Proficient 44% Basic 7% Minimal	NPMLC staff worked in PLCs, we analyzed data in collaborative teams at least monthly and we did follow the new math scope and sequence. With all these efforts and others students did show great growth but we did not reach our goal. Below are the percentages we finished the year with. 59% Proficient 37% Basic 3% Minimal The median progress to annual growth was 92% which shows that the students had great growth.

<p>NPMLC will use the new ELA unit plans, best instructional practices and PLCs to enhance student learning for all students in the area of ELA. By the end of the year, 80 % of our students will be proficient or advanced in the reading iReady assessment.</p>	<p>53% Proficient 41% Basic 7% Minimal</p>	<p>1. Use district created unit plans to guide ELA. 2. Use PLCs and data to drive collaboration, instruction and programming for each student</p>	<p>66% Proficient 32% Basic 2% Minimal</p>	<p>The new plans we have implemented over the past few years have really helped ELA improve at NPMLC. ELA seems to be a strength of our curriculum at this time but we are always seeking ways to improve it. Even though we saw great growth and we were close to reaching our goal we did not reach the goal this year.</p> <p>73% Proficient 25% Basic 2% Minimal</p> <p>The median progress to annual growth was 85% which shows that the students had great growth.</p>
<p>NPMLC will utilize a LMS to enhance learning in the classroom, improve communication with families, and to engage students in learning remotely when needed. Based on an end of year parent survey 85% of parents will indicate that communication from the school and classrooms were effective and 85% will indicate that they were satisfied with distance learning when it took place.</p>		<p>1. Train staff in SeeSaw and Schoology. 2. Create collaboration time for staff to share best practices, ideas and learnings with the LMS. 3. Create a virtual learning guide for staff for the case we have to do virtual learning on larges scale for an extended period of time. 4. Create a building goal with staff centered around the implementation of the LMS. 5. Survey parents on distance learning and the LMS at the end of the year.</p>	<p>- Staff are using SeeSaw or Schoology to carryout hybrid learning for when they are quarantined, on vacation or out for permanent hybrid learning. Staff were trained at in-service throughout the school year and it was part of our building goal. - We have developed a building goal centered on the LMS and we spent time at staff meetings and collaborative team meetings learning about it. - Administrative team has developed guide to in-person learning and virtual learning for staff.</p>	<p>1. All of the staff were trained at in-service and throughout the year on the LMS. 2. Staff shared ideas and collaborated at 7:30 times. Some of the meetings took place at staff meetings, sometimes in collaborative teams and sometimes spontaneously. 3. We created a virtual learning guide for staff but luckily, we did not have to use it as an entire school. 4. All general education teachers created a Professional Practice Goals centered around the LMS and hybrid learning and used that to guide their work with hybrid learning and the LMS. 5. The district conducted a parent survey using School Perceptions this year. According to the</p>

				<p>School Perceptions survey...51% of the parents said they had resources the needed to be successful in virtual learning, 39% said it did not apply because their child did not have to do virtual learning and 10% said they disagreed with the statement so they did not have the resources to be successful with virtual learning.</p> <p>Based on these action plans being completed and the parent survey I would consider us accomplishing this goal. When students had to do hybrid learning, we did so at a high level. When we had one classroom that went to virtual learning for a week we were able to continue educating them at home.</p>
--	--	--	--	--

School of Options and Applied Research High School

The academic performance of the student body of SOAR HS is assessed in a number of different ways. One way is to devise goals and assess local data using the STAR assessments to assess literacy and mathematics for the underclassmen. This information is kept in a dashboard and is shared below along with a social/emotional learning goal as well.

Goal	Action Plan	End of Year
<p>LITERACY: All STAR tested students (8th, 9th and 10th grades) will increase their scaled scores on the reading assessment to their individual projected growth scaled score (indicated on the Fall 2020 test) by the Spring 2021 test.</p>	<ol style="list-style-type: none"> 1. Direct intervention for students (6) scoring Basic/Below Basic on the Fall 2020 STAR reading assessment via NewsELA. 2. Learning Cycle 2 Project Process seminar and other seminars with multiple practice opportunities for reading variety of types of texts. 3. All students participate in Great World Text <i>Dream of Ding Village</i> book study in Learning Cycle 3. 4. One on one programming and evaluation of each student through SOAR HS and providing multiple methods to access texts (audio, digital & print copies). 	<p>Thirteen of 19 students tested reached their projected scaled score by the Spring 2021 test. Of the six that did not reach their projected, five had Fall 2020 scaled scores that were within 1-7 points of their projected - not allowing much room for "growth" (For reference, of the original 13 that met their projected score, 4 students had a Fall score that already matched their projected growth score.) One remaining student also failed to reach their projected growth score of 640 by Spring 2021. Their Fall score was 570, Winter was 606, Spring was 504.</p>

<p>MATHEMATICS: All STAR tested students (8th, 9th and 10th grades) will increase their scaled scores on the mathematics assessment to their individual projected growth scaled score (indicated on the Fall 2020 test) by the Spring 2021 test.</p>	<ol style="list-style-type: none"> 1. Direct intervention and small group instruction for students (2) scoring Below Basic/On Watch on the Fall 2020 STAR mathematics assessment. 2. All students in online mathematics courses will have minimum weekly check ins for progress in courses. Math advisor available to all students needing assistance. 3. Students not passing quizzes in online required to meet with math advisor before retaking quiz 4. Students in NPHS courses have math instructor available to them for additional assistance and questions. Math advisor will provide notes upon request to any SOAR HS student. 	<p>Twelve of 19 students tested reached their projected scaled score by the Spring 2021 test. Of the seven that did not reach their projected, one had Fall 2020 scaled scores that were within 6 points of their projected - not allowing much room for "growth" The remaining five students failed to reach their projected growth score which ranged from 14-72 points from their Fall 2020 baseline.</p>
<p>We will improve the Social and Emotional Learning by continuing community and team building practices including but not limited to morning meeting, Advisory, and #Adulging in addition to continued one-on-one relationship building.</p>	<ol style="list-style-type: none"> 1. Advisory 2-3 times per week, minimum of 2 times are community/team building (weekend update and team building). 2. Small group work in project teams including but not limited to X Blogs and peer review circles. 3. Individual Student Advisor meetings (minimum of 1 scheduled every 2 weeks). 	<p>Evidence - final group advisory - "Think about major highlights in your life. Now pick one that you would choose to re-live for 30 seconds and why?" Every person participated willingly and some shared very deeply.</p>

Upperclassmen performance, specifically the juniors, is assessed using the student's ACT scores which are compared to both the district and the state. As seen below, the academic performance of students at SOAR HS are comparable to that of both.

ACT SCORE	SOAR HS	NORTHLAND PINES SCHOOL DISTRICT	STATE OF WISCONSIN
ELA	19.5	18.3	18
MATHEMATICS	19.5	19.2	19.2
SCIENCE	19.7	20.1	19.7

School of Options and Applied Research (SOAR) Middle School:

Below has a dashboard that the School of Options and Applied Research (SOAR) Middle School uses to report annual goals, student achievement, and data in relation to the goals. The goals and action plans, and data bellow are in relation to math, literacy and social and emotional learning.

<p><i>The Northland Pines community guarantees rigor, relevance, and relationships to prepare all learners for life.</i></p>				
<i>Goal</i>	<i>Baseline Data</i>	<i>Action Plan</i>	<i>Mid-Year Progress</i>	<i>End of Year</i>

<p>SOAR MS will use the new math curriculum and PLCs to enhance student learning for all students in mathematics. Our focus will be growing our student's ability to apply and transfer mathematical concepts and knowledge. By the end of the year 70% of our students will be proficient or advanced based in the iReady assessment.</p>	<p>iReady Data: 46% Proficient 34% Basic 20% Minimal</p>	<ol style="list-style-type: none"> 1. Identify essential Mathematical Practices 2. Create Problem Solving Assessment and Rubric 3. Gather baseline data 4. Explore new math resource, focusing on ways for students to transfer and apply mathematical knowledge and skills 4. Co-plan Math instruction and ongoing assessment 	<p>Updated goal based on iReady data instead of performance rubric. We are taking the time to explore the new math resource and focus on co-planning for essential math skills and knowledge.</p> <p>iReady Data: 54% Proficient 33% Basic 13% Minimal</p>	<p>SOAR MS staff worked in PLCs to identify essential mathematical practices and explore ways for students to transfer and apply knowledge, based on the new curriculum materials. With all of these efforts, and others, students did show great growth but we did not reach our goal. Below are the percentages we finished the year with:</p> <p>53% Proficient 29% Basic 18% Minimal</p>
<p>SOAR MS will use the ELA standards and PLCs to enhance student learning for all students in the area of writing. By the end of 2020-2021 school year 80% of students in grades 5th-8th will score proficient on the Rationale Essay Rubric.</p>	<p>Essay Rubric: 0% Advanced (19-24) 31% Proficient (13-18) 11% Minimal (1-6) 58% Basic (7-12)</p> <p>iReady Data: 45% Proficient 25% Basic 29% Minimal</p>	<ol style="list-style-type: none"> 1. Solidify our understanding of the vertical progression of ELA/Writing Standards 2. Create Rationale Essay Rubric 3. Score baseline rationale essays 4. Co-plan ELA instruction and ongoing assessment 	<p>Essay Rubric: 5% Advanced (19-24) 29% Proficient (13-18) 35% Minimal (1-6) 31% Basic (7-12)</p> <p>iReady Data: 54% Proficient 21% Basic 25% Minimal</p>	<p>SOAR MS staff worked in PLCs to solidify understanding of the vertical progression of ELA/Writing Standards, created a common essay rubric, and co-planned ELA instruction based on data. With all of these efforts, and others, students did show great growth but we did not reach our goal. Below are the percentages we finished the year with:</p> <p>Essay Rubric: 17% Advanced (19-24) 61% Proficient (13-18) 22% Basic (7-12) 0% Minimal (1-6)</p> <p>iReady ELA Data: 57% Proficient 24% Basic 20% Minimal</p>

<p>SOAR MS will build expertise in ways to virtually connect and support the social and emotional needs of students during the school year. By June 2021, we will have a resource with at least 20 different ways that we have explored to engage the needs of students virtually</p>	<p>We do not currently have list of resources.</p>	<ol style="list-style-type: none"> 1. Research practices to support the social and emotional needs of students virtually 2. Try strategies to engage students virtually, whether it is a temporary or long-term placement 3. Reflect and record results per strategy 	<p>We have just begun to reflect and record--</p>	<p>We created a resource that reflected many of the virtual learning strategies that we tried and implemented during the school year. We provided a wide variety of access points for students throughout the pandemic year to support both their social emotional and academic needs.</p>
---	--	---	---	--

SECTION IV: FINANCIAL PERFORMANCE OF CHARTER SCHOOLS

In this section, provide a summary of the financial performance of each charter school that operated during the school year.

All three charter schools are collocated schools which allows for financial sustainability and for the schools to keep costs low. The largest cost for each of the schools is staff salaries and benefits. The capital and non-capital objects are minimal. All three schools are in a healthy financial place.

SECTION V: OTHER CONTRACT TERMS AND EXPECTATIONS (OPTIONAL)

In this section, provide a summary and discussion of any additional contract terms or expectations that the authorizer deems relevant to its report on the overall performance of the charter schools it authorizes.

SECTION VI: AUTHORIZER OPERATING COSTS

(Complete and attach audited Schedule of Charter School Authorizer Operating Costs.)

Examples of the types of costs that should be reported in the schedule of authorizer operating costs include, but are not limited to:

- costs incurred by the authorizer to oversee and monitor its charter schools (i.e. salary and fringe for individuals who assume these duties);
- costs incurred for soliciting, receiving, and reviewing applications for new charter schools (i.e. salary and fringe for individuals who assume these duties which may include administrative staff, business office staff, legal staff, etc.);
- costs incurred for completing and analyzing charter school data for the purpose of making renewal and revocation decisions; and
- any additional costs associated with duties under Wis. Stats. s. 118.40(3m)(a) to (e) *(please reference Technical Assistance document for the language of 118.30(3m)(a)-(e))*.

Costs that should not be included in the schedule of authorizer operating costs include salary and fringe for the teachers at the charter school, costs of charter school transportation, curriculum services, food service, etc. **Only costs associated with the authorizer fulfilling its duties should be**

reported in this schedule.

SECTION VII: SERVICES PROVIDED TO CHARTER SCHOOLS

(Complete and attach Schedule of Charter School Authorizer Services and Costs.)

Examples of the types of costs that should be reported in the schedule of services and costs include, but are not limited to:

- costs for business office services;
- costs for food services;
- curriculum services; or
- professional development services.

Costs and types of services may vary depending upon the contractual relationship between the authorizer and the charter school. Please note that contracted services provided to a charter and authorizer costs are not the same. **The expenditures in Section VI and Section VII should not match.**

Section VI
SCHEDULE OF CHARTER SCHOOL AUTHORIZER OPERATING COSTS

MONTESSORI LEARNING CENTER
FISCAL YEAR ENDING JUNE 30, 2021

OPERATING ACTIVITY	WUFAR OBJECT CODE	COST
EMPLOYEE SALARIES	100	\$402,748
EMPLOYEE BENEFITS	200	\$159,368
PURCHASED SERVICES	300	\$15,400
NON-CAPITAL OBJECTS	400	\$5,403
CAPITAL OBJECTS	500	-
DUES & FEES	900	\$2,564

TOTAL		\$585,483
--------------	--	------------------

**SOAR MIDDLE SCHOOL
FISCAL YEAR ENDING JUNE 30, 2021**

OPERATING ACTIVITY	WUFAR OBJECT CODE	COST
EMPLOYEE SALARIES	100	\$333,808
EMPLOYEE BENEFITS	200	\$173,583
PURCHASED SERVICES	300	\$25,674
NON-CAPITAL OBJECTS	400	\$7,599
CAPITAL OBJECTS	500	-
DUES & FEES	900	\$189
TOTAL		\$540,853

**SOAR HIGH SCHOOL
FISCAL YEAR ENDING JUNE 30, 2021**

OPERATING ACTIVITY	WUFAR OBJECT CODE	COST
EMPLOYEE SALARIES	100	\$173,166
EMPLOYEE BENEFITS	200	\$59,539
PURCHASED SERVICES	300	\$610
NON-CAPITAL OBJECTS	400	\$2,501
CAPITAL OBJECTS	500	\$3,920
DUES & FEES	900	-
TOTAL		\$239,736

SECTION VII

SCHEDULE OF CHARTER SCHOOL AUTHORIZER SERVICES AND COSTS

MONTESSORI LEARNING CENTER

FISCAL YEAR ENDING JUNE 30, 2021

SERVICES PROVIDED	FUNCTION CODE	COST
REGULAR CURRICULUM	110000-149999	\$362,460
SPECIAL EDUCATION	150000	\$24,022
GUIDANCE SERVICES	213000	\$179
OTHER INSTRUCTIONAL STAFF SERVICES	220000	\$85,195
BUILDING ADMINISTRATION	240000	\$97,950

GENERAL OPERATIONS	250000	\$277
PUPIL TRANSPORTATION	256000	\$14,791
INFORMATION	263000	\$609
TOTAL		\$585,483

**SOAR MIDDLE SCHOOL
FISCAL YEAR ENDING JUNE 30, 2021**

SERVICES PROVIDED	FUNCTION CODE	COST
REGULAR CURRICULUM	110000-149999	\$322,042
SPECIAL EDUCATION	150000	\$55,087
GUIDANCE SERVICES	213000	\$180
OTHER INSTRUCTIONAL STAFF SERVICES	220000	\$42,921
BUILDING ADMINISTRATION	240000	\$94,823
GENERAL OPERATIONS	250000	\$277
PUPIL TRANSPORTATION	256000	\$24,948
INFORMATION	263000	\$575
TOTAL		\$540,853

**SOAR HIGH SCHOOL
FISCAL YEAR ENDING JUNE 30, 2021**

SERVICES PROVIDED	FUNCTION CODE	COST
REGULAR CURRICULUM	110000-149999	\$238,767
SPECIAL EDUCATION	150000	-
GENERAL OPERATIONS	250000	\$359
PUPIL TRANSPORTATION	256000	-
INFORMATION	263000	\$610
TOTAL		\$239,736